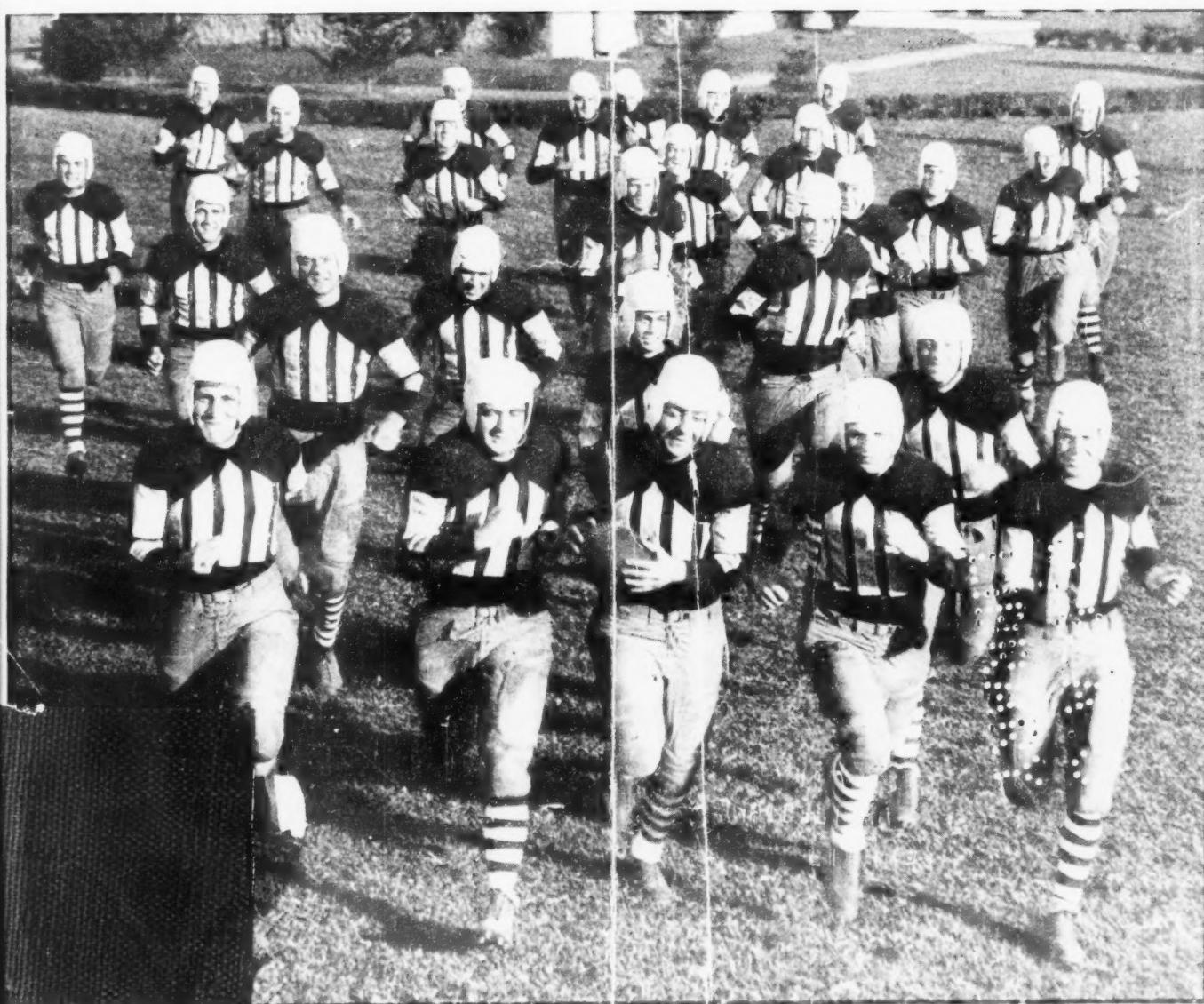


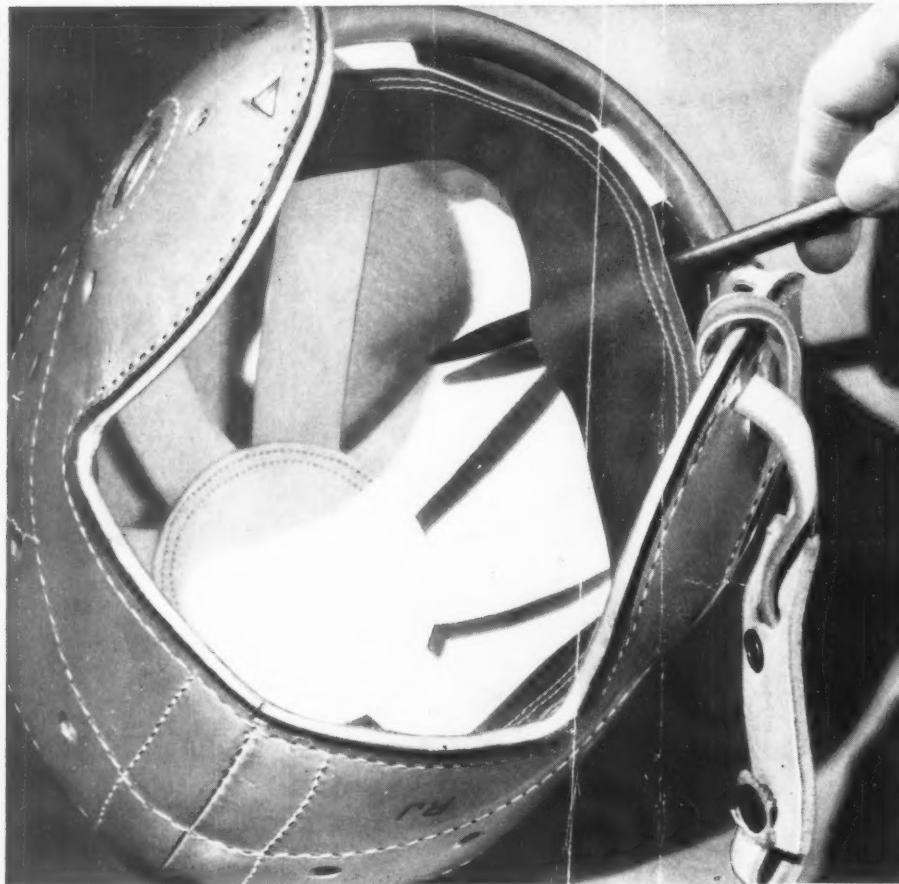
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SEPTEMBER, 1932

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SCHOLASTIC COACH

A publication devoted to the development of athletics—recreation—physical education in secondary schools

Issued monthly nine times during the academic year (September through May) by Scholastic Corporation, M. R. Robinson, president. Publishers of *Scholastic*, national high school classroom magazine.

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• SPORTSMANSHIP BROTHERHOOD

A message to *Scholastic Coach* from Mr. Daniel Chase, executive secretary of the Brotherhood.

To my mind the high spot of the Olympic Games from the point of view of sportsmanship was the attitude of Ralph Hill, the runner from Oregon who lost the 5,000-meter run by a nose after experiencing difficulties in passing Lehtinen of Finland, the pace-setter and winner of the race. Hill's response to this irregularity was most sportsmanlike since it was apparently instantaneous and not considered. When he said that he did not think his opponent intentionally fouled—and as to disturbing his stride, at that time, he did not have any stride—he spoke as I only hope every competitor will speak in similar situations involving keen rivalry. The flare-up by the Brazil team over the decisions of the water-polo official simply shows that there is a great deal yet to be done in the different nations in developing sportsmanship ideals and self-control in trying situations.

v. 3, 4
, 1934/35

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JACK LIPPERT, Editor

NEW BOOKS RECEIVED

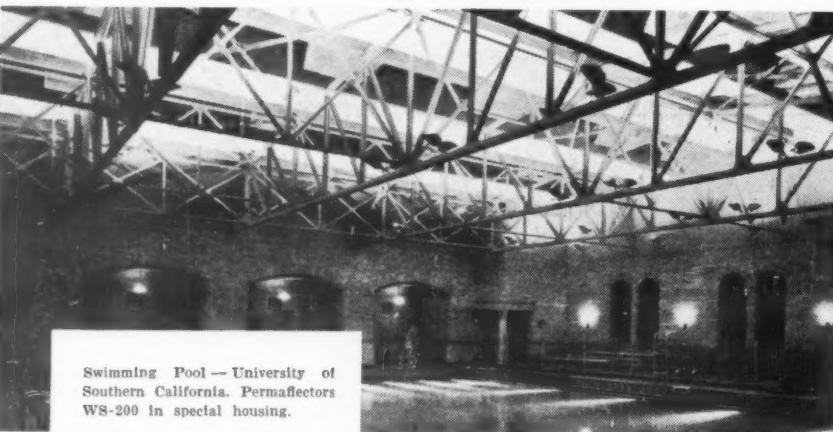
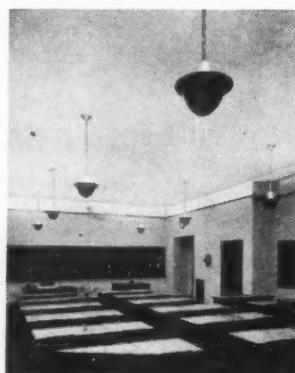
"**Basketball Play Situations**" (National Federation of State High School Athletic Associations)—A thorough exploration into the recesses of the basketball rules, with copious advice to officials, players, scorers, timers. If you know of any baffling basketball rules problem that is not solved between the paper covers of this 63-page booklet, you are a better man than Editors Ray and Porter.

"**Football Line Play**" by Bernard F. Oakes (A. S. Barnes & Co.)—The photographs alone in this book are a course of instruction in line play. Besides going into all the details of each lineman's performance, Mr. Oakes follows through logically enough with chapters on the part linemen can play in the defense against punts and forward passes.

"**A Study of the Football Rules of 1932**" by F. A. Lambert (The Bexley Publishing Co.)—Dr. Lambert has dissected the rules and looked for every possible cause of ambiguity and misinterpretation. He finds in prepositional phrases meanings that are really the crux of explanations. It seems that no nuance of meaning escapes the author, but he is not the one to say this himself. He says that he may even have made errors in interpretation,

and would appreciate having his readers point them out to him. The chances of such errors occurring are minimized by the multiplicity of contacts which Dr. Lambert has with coaches and officials throughout the country, and also with members of the Rules Committee. In another volume "**How to Officiate Football**" Dr. Lambert incorporates instruction in procedure for each of the four officials who work a game, along with references to the rules which apply in particular to the work of the officials.

"**Kicking the American Football**" by Leroy N. Mills—Mr. Mills, an attorney by profession, has found his great recreation in life in teaching high school boys how to kick a football. He believes that this department of the game is rarely developed to its full possibilities. The reason is probably that coaches do not take the time, or do not have the time, to devote to developing kickers. Mr. Mills has taken the time to write a whole book (with illustrations posed by Frank Carideo) on this most fascinating feature of the game. The book is a welcome and needed contribution toward making the kick the accurate and controlled weapon that it ought to be for every team.



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VOLUME 2
NUMBER 1**SCHOLASTIC
COACH**

FOR THE COACHING AND PHYSICAL EDUCATION DEPARTMENTS

SEPTEMBER
1932

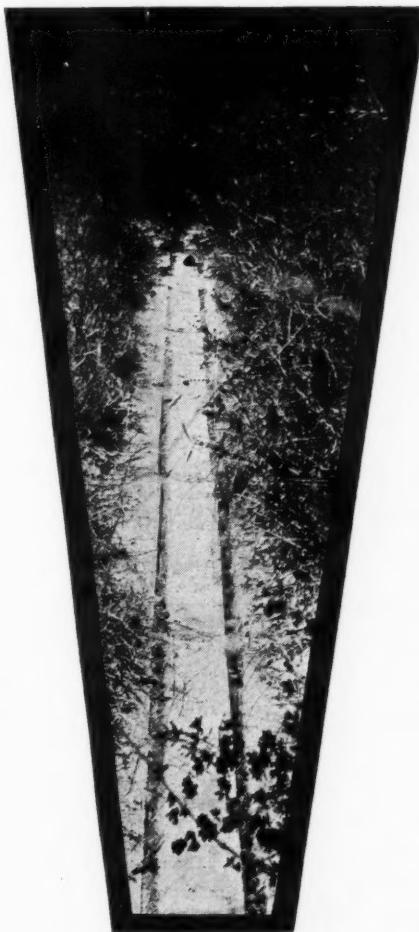
WHILE we are not among those who see a restoration of the Greek ideal in our country as a result of the grand manner in which the Olympic Games were conducted in Los Angeles last month, we do believe that the Games made a contribution to physical education which justifies the money and effort lavished on them.

Physical education is benefited mainly by the increased popular interest in sports aroused by the Olympics, and the opportunity they afforded for observing the form and technique of the world's model athletes. Instruction and encouragement thus imparted will have a far-reaching effect, and we are optimist enough to think that it will be a good thing.

On the other hand, there are those who see in the highly competitive character of the Olympics a spectacle that is but the glorification of might and physical prowess, an international showing-off of superiority more reminiscent of Rome than of Athens.

Our faith is not blind to the range and variety of influence of that life-force called competition which is the motivating spirit of the Games. If you were in Los Angeles last month and listened to any one of the thousands of speeches delivered at the hundreds of dinners and banquets, and the eighty-three national conventions which the Games drew to Los Angeles, you probably did not hear the word competition once used by the speechmakers, but heard in abundance such phrases as "international amity," "hands across the sea," "friendship among nations," etc. But if you attended the games in addition to the speechmaking you saw some things which did not seem to be in accord with these ideas, just as, in your own happy family, the children may start biting each other and pulling each other's hair. You quickly and kindly put a stop to this, just as the real sportsmen among the Olympic officials put a stop to the foul tactics and fighting which developed while the Olympic children were at play. Some of the rough stuff developed following the

Brazil-Germany water-polo game. The Brazilians, smarting under their defeat and the disqualification of a number of their players, attacked the referee and were about to throw him in the water when the police came. You may have seen football and basketball officials whom you would like to have thrown in the water, but your sense of values told you that there was more at stake than vengeance and you restrained yourself.



^ORIGINAL STARTING LINE

Pomp and Circumstance

ACONTRAST in attendance amused us during the first two days of the program. On Saturday, the first day, 105,000 persons paid \$3 each to get in, with another 50,000 on the outside eager to

¹Photograph of the limestone threshold from which the ancient Olympic athletes started their 192-meter sprint in the stadium at Olympia.

buy seats that were already filled. Less than half the size of the opening-day crowd was on hand the next day, Sunday, when the games really started and the admission was reduced to \$2. Without seeing a race run, a distance jumped or an implement thrown, the largest crowd of the Games went on Saturday merely to see the pomp and pageantry, and also the Vice-president, Mr. Curtis. Mr. Curtis had come officially to open the games by delivering a proclamation and then a greeting from President Hoover. We had hoped that a little fun and real play would be injected into the opening ritual by having the Vice-president throw out the first javelin or something. But it was altogether too serious an occasion for this, and, anyhow, the Vice-president might have found it necessary to call out the Marines to assist him in throwing out the first javelin, and such a display at such a time would have made, we should think, the Germans and Austrians feel rather uncomfortable. So we are glad after all that the Vice-president was not asked to throw out the first javelin, but the idea in itself appeals to us very much. It's the consequences which make us shudder.

After Tuesday, the attendance began picking up again, and on two days the stadium showed only a small area on each end not occupied. When you consider that the smallest crowd during the eight days of the main program in the stadium numbered close to 50,000, you have a good idea of the drawing power of the event, and the appreciation Californians have for athletics.

Newspapers Keep Score

THERE is no nation acclaimed winner of the Olympics as far as the Olympic authorities are concerned. But the United States newspapers attend to this oversight by keeping track of the score themselves and publishing it with great gusto, on the theory that the American public wants to know which team wins. England once almost decided to give up Olympic competition because of the emphasis the United States placed on

(Continued on page 19)

OLD COACH, NEW COACH

THE VERDICT'S THE SAME . . .

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read what they say . . .

TAD JONES . . .

No healthy body requires the harmful, artificial stimulation of caffeine. There is, however, one training table drink that I heartily recommend. It is Instant Postum—a delicious, satisfying beverage unsurpassed as a body builder.

(signed) Tad Jones,

Former Head Coach, Yale

FRANK CARIDEO . . .

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(signed) Frank Carideo,

Present Head Coach, Miss. A. & M.

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HOW BEST TO USE THE NEW RULES

By DICK HANLEY

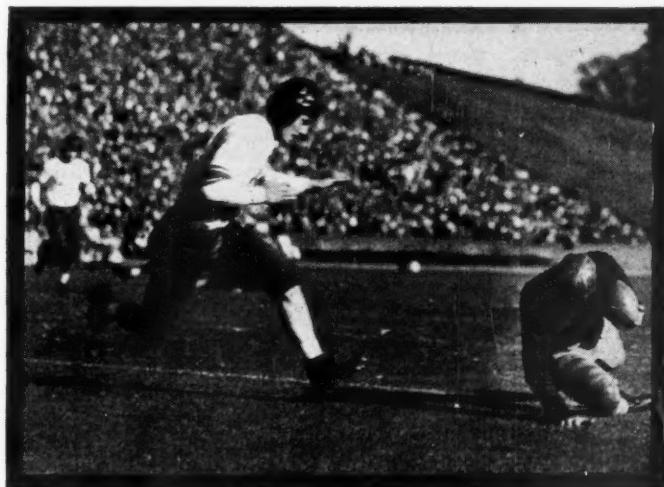
FAVOR the new football rules. They were made by the rules committee with one thought in mind, namely, the safety of the participant. Previous to this year practically every rule change was made for the purpose of opening up offensive and defensive football, making the game more interesting to players and spectators alike and giving the smaller, faster player an equal chance with the bigger fellow. Occasionally a rule would be introduced that would give certain highly specialized players a bit more protection than they had received in the past. However the feeling generally became prevalent that whatever the rules did not actually prohibit could be legitimately employed. Naturally new hazards not anticipated by the rules committee began to appear in the game. At the conclusion of the 1931 season the rules committee made an intensive study of football injuries with the result that the rules have been revised to afford greater protection to the individual player.

Let us consider these changed rules and how we may best use them.

The new rule concerning the kickoff has already been amended to exclude the possibility of permitting the ball to be put in play by the use of the punt. Coaches all over the country found in their spring workouts that punted kickoffs would probably increase injuries to members of the receiving side, and as a result, this phase of the new kickoff rule has been eliminated. The rule was adopted in the first place to do away with the flying wedge, which was said to have been the source of a large number of the injuries during the 1931 season. By moving five men to a position within fifteen yards of the ball the committee effectively blocked up chances for the wedge to be formed and for the resulting massed interference.

THE BALL
IS DEAD . . .

THE COACH FROM NORTHWESTERN FORESEES CHANGED TACTICS AND TECHNIQUES ARISING FROM A CHANGED CODE



Since massed interference cannot be used on kickoffs as effectively as before, I have the definite feeling that in order to obtain the same results we were able to obtain under the old rule, that we are going to be forced to introduce lateral passing and a more open field type of kickoff-returning to make up for the lack of concentrated interference. If this is true, certainly the kickoff will be a more spectacular part of the game than it was before, and still we will have eliminated most of the dangers.

The rule affecting open field blocking and tackling, which prohibits either the blocker or tackler from leaving his feet until contact has been approximated, will tend to do away with the hazards of the diving block and flying tackle and, at the same time, increase the efficiency of both tackler and blocker. To block effectively and well one must approximate contact before making either the block or tackle.

Consequently the result of this new rule will tend toward more effective blocking and tackling. Of course, flying blocks and flying tackles were considered as being perfectly legal prior to this year's rule changes. Investigation found that they were

directly responsible for a number of the injuries incurred and therefore this type of blocking and tackling was eliminated. I cannot possibly see how the elimination will tend to take any of the spectacular features away from the game, and, in most instances, it will serve to improve the technique of these two fundamentals, which, after all, are the basis of offensive and defensive football.

The new rule in regard to the use of the hands by the defensive linemen on the head or neck of an opponent permits the use of the hands in pushing and warding off the opponent. It makes the type of line play which requires a defensive man to strike an opponent in the face or jolt him before attempting to go through absolutely indefensible. This type of line play, while punishing to the opponent, was by no means the type of play guaranteed to stop an opposing back from gaining ground. I have found quite the contrary to be true. Opponents who are concentrating on abusing the offensive linemen are usually being out-charged and although our line may be massaged around a bit, we have always found such defensive tactics the easiest over which to gain ground. Consequently, I can readily see the hand of one or more coaches in this particular rule, as well as in the rule concerning the flying tackles and blocks. I believe, in reality, it is going to aid defensive play and make ground gaining correspondingly harder just as the abolition of the flying block and flying tackle will eventually lead



"... regardless of whether or not they retain him in their tackling grip."

(Continued on page 22)

DETAILS FOR THE COACH

THE success of a football team depends upon its ability to execute detail properly. Fancy plays, sound strategy, superior weight, greater speed, cannot offset the balance of power held by the team that is better coached to execute its fundamentals properly. If a play is taken apart and analyzed, it will be found to be composed of starting, proper steps, right timing, charging, blocking and elusive, deceptive, or powerful running. In the same way a defensive play would be found to consist of proper positioning, correct stance, charge, use of hands, proper footwork, and tackling. These mechanical assignments on both offense and defense are the fundamentals which should be the chief concern of any coach.

It should never be presumed that any boy is perfect in the execution of

its performance. It is another matter to do it while laboring under intense excitement with attention diverted by the many distractions incidental to the playing of a game. I have seen football players who looked good on the practice field look very bad when they got into the game because they were not thoroughly drilled and grounded in the performance of their assignments. On the other hand, I have seen boys, even in a dazed condition, execute their assignments perfectly because they were so thoroughly drilled that reflection was unnecessary.

This ability to perform adequately under any and all conditions until the performance becomes a matter of reflex action is the objective toward which we all, as coaches, should strive.

I do not believe this objective can be reached by emphasizing the charging, blocking, tackling, etc., for a couple weeks early in the season and then neglecting this practice.

It is my opinion that perfection in the performance of fundamentals is so important that it should be included in the schedule as a daily practice throughout the season.

It is my purpose in this article to discuss the coaching of fundamentals. I have nothing new or radical to offer, but will summarize what years of coaching and observation has convinced me is good practice in the execution of fundamentals.

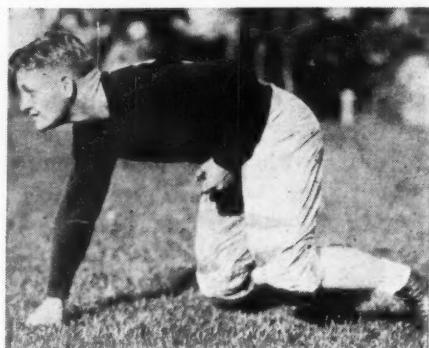
The first concern of a football player is where to stand and how to stand. Where to stand concerns tactics and is not within the scope of this article.

In determining how to stand, the particular style of offense and defense must be taken into consideration.

I will explain the stance used in my own offense, patterned after the Notre Dame style, with the backfield shifting and the ends "shuttling."

Linemen on offense are drilled constantly on stance, particularly early in the year. To take the proper stance on offense, a lineman stands, well balanced, feet fairly well apart parallel with each other and at right angles with the line of scrimmage. He should assume a comfortable position. Standing this way he should now sit on his heels, being careful to keep the feet parallel so that the forward charge or lunge will not come off the inside of the foot, but straight over the toe. From this sitting posture, he may now

By CHARLES E. DORAIIS



IMPROPER STANCE FOR LINEMAN ON OFFENSE

reach forward and rest one hand lightly on the ground, not to carry any weight, but merely as a balance. The weight should not shift over to this hand, but should hang down over the hips. This should be a comfortable position and the feet can be shifted a trifle back laterally or forward until the best position is found.

From this balanced position with hips low, head up, and with the weight on the balls of the feet, it is equally easy to drive or lunge ahead, to block passively for passer or kicker, to cross-block or to pull out to form part of the interference. In coaching this stance the instructor first works with each individual, finding for him his best stance, then letting him find it for himself. The next exercise is to group the men in front of the instructor and have them go through the drill by commands: stand, squat, charge, up, squat, charge. It is important to remember that the squat must be taken before the hand is rested on the ground.

THE backs on offense, on our system, take a high stance, feet well apart, weight on balls of feet, and hands on knees. From this we shift and after the last hop on the shift, the back should alight in about the same relative position, with the exception that the forearms now rest on the knees, giving a lower crouch to start from.

The team that gets "the hop" on the other has a great advantage, all other things being equal. This applies principally these days to the linemen, because the modern trend of the game toward more and more reverses, spin plays and delayed backs, does not demand as fast-breaking a back as we used to look for. To get this advantage, our linemen do a lot of lunging



LINEMAN'S STANCE ON OFFENSE

these basic details. It is hard to make the work of teaching fundamentals interesting, but it must be dealt out as part of the daily routine. The boys, many times, are curious to know why they should work on the same maneuver time after time long after they feel proficient. I think it well to explain to them that all these fundamentals should be so acquired by constant practice that they can be executed without thought or concentration. It is comparatively easy to execute a fundamental on the practice field when concentrating chiefly upon

from position, but this is mixed up with practicing starts, using short digging steps while keeping the feet wide apart. I believe this lunging and starting practice should be indulged in to some extent every day. Our linemen have acquired a habit of doing it while the squad is gathering and the backs are handling and kicking the ball.

Following on the heels of the start comes the charge. Charging may be considered in two divisions: first, getting contact; and, second, "following up." Getting contact is the easier to execute. It takes lots of drilling and then more drilling to get linemen "to follow up" properly.

N getting contact by either steps or lunge (and it makes no difference whether feints or head ducks or anything else is employed to get contact), the head should be up, shoulders square with opponent, hips down and low, and the legs at the time of contact, or as soon after as possible, should be coiled under the charger. When two men hit each other with equal power, the one who can collect himself first and put on the pressure is going to win. The most common fault we have to contend with in drilling the "follow up" is "curling up," or permitting the defensive man to half-turn the charger so that he is charging with his side and consequently has no power. The charge should start low and after contact the drive should be up. Too many men bore to the ground and are useless. Also, unless drilled thoroughly, new players are usually too slow in gathering themselves together for the "follow up." In

STANCE, DEFENSIVE RIGHT TACKLE



"PRAISE SHOULD BE GIVEN THE BLOCKER . . ."

charging, the hands should be held against the chest and should not be left hanging. In that position they stiffen up the charging surface and are in a good position to drop to the ground to hold the charger up, if necessary. It is also well to hold the hands in, so as to avoid the temptation to hold, which is poor football. Any one who holds is admitting inferiority, and is a liability to his team.

In charging and in maintaining it, the neck should be "bulled" and kept rigid; the charger should keep digging until the opponent gives and then he should keep him going.

The defensive stance for linemen varies with each individual position. Let us begin with the stance of the center. Against a normal, or balanced, line, he may stand with either foot forward, since he is facing his ordinary opponent, the offensive center. Now, against an unbalanced line, against which our guards shift to the strong side and our center takes his place opposite the weak-side offensive center and guard, the center should shift his feet relative to his position to the offensive center, always keeping his outside foot away from him; in short, he plays as a guard.

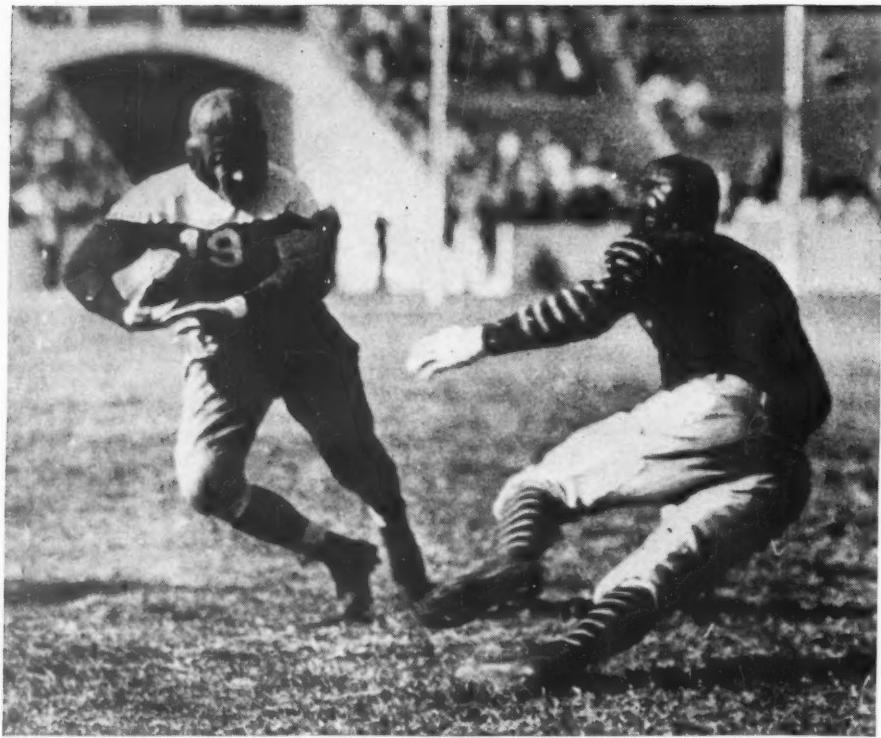
NOW, the guards. Against a balanced line, the guard stands with his outside foot, or the foot farther away from the ball, in a forward position, so that he is presenting his "strong" knee to his strongest opponent, the offensive tackle. However, when facing an unbalanced line with both our guards shifted

over to the strong side, our outside guard is obliged to change his stance so that his foot nearer the ball, or his inside foot, is now forward. This outside guard thus becomes a tackle as regards his stance. The inside guard, however, adopts a stance the same as though he were playing against a balanced line—that is, his outside foot is forward.

The tackles stand with their feet nearer the ball forward. By so doing, they present their strength to the offensive end, their normal opponent. The tackles change their feet only when they are flanked by a defensive end who is playing out too far for the tackle to follow out. If this should be the case, they may change their stance by putting the foot closer to the ball back. Their first move is toward the end without, however, changing the position of the back foot. Their second move, then, is a shifting of the feet back into the normal stance.

The stance of the end is not stressed as much as the stance of the guards, tackles, and center. The kind of stance for the end depends largely upon the type of defensive maneuver he is employing. Any stance that will get him across the line of scrimmage to the interference with his inside foot forward would be proper. The steps depend a great deal on how far away from his tackle he plays.

In taking their defensive stance our linemen assume a comfortable position. The feet should be so spread that a diagonal line can be drawn from the rear foot to the front foot. The weight should be well divided upon the balls



"MOST TACKLERS ARE TOO CAREFUL . . ."

of both feet, head up, knees bent, and tail down. The hands should be well out in front with the wrists rigid, elbows stiff and held as close to the body as possible. From this position the defensive linemen charge in with their front foot and hands, followed by an upward drive.

In my opinion, a coach can do nothing more valuable to promote the success of his team than to create a "blocking morale." The boys should be sold on the idea that blocking is the important thing. Praise should be given the blocker rather than the ball-carrier. Get the squad to talk up blocking and to complimenting the good blockers.

THE general rule I had been using in regard to blocking was "stay on your feet when blocking an opponent who is playing you, and leave your feet against one who is not directly playing you." The new restriction against the flying block does away with the rule now. To my mind, this change in the blocking rule is not going to decrease the effectiveness of the blocker. I believe that, as a general rule, it is going to bring about better blocking. The most ineffective block there was, and one that was also extensively used, was that in which the blocker, without getting position, took a wild hit-and-miss dive at the opponent. This block and the misapplication of the rolling block, in

which a player tried to take his opponent out with his back, were perhaps the two most ineffective blocks we had.

Now, with the new rule, which does not allow the blocker to leave his feet, our blocking will be simplified into a straight-on block with the head or shoulder, a reverse body block, a screen block, and a high body block.

As a general rule I do not like our blockers to run extremely low. They do more effective work by running half-high. In this position they force the defensive man to raise himself up in order to be able to see over them, and this results in making a better target for themselves to shoot at. On meeting the defensive man to be blocked, a head-duck and a squat is a great aid in getting under the outstretched hands of the man being blocked. From this low position an up-drive and a follow-through with short digging steps complete the blocker's assignment. To get good blocking, it is important to get "position" on the man to be blocked. To be effective, the blocker should seldom run directly at the defensive man. Rather, his first move should be to get to a position flanking the man to be blocked, between him and the ball-carrier. From this point he should then drive in for his block.

When the defensive man is in a set, or balanced, stance waiting for the blocker under control, the head-duck

and straight-ahead block should be used. In this block the shoulder away from the ball-carrier is used to drive and, after contact, the head and elbow are used to pin him in, and thus keep contact.

The reverse-shoulder block is used when the opponent has rushed in so fast he has "position" on the blocker. The blocker, in this case, pivots, goes with the defensive man, keeping contact and keeping his feet, drives enough to deflect him off his course.

In the screen block, which we use to protect the passers and kickers, the blocker raises up with his elbows spread, and stays in front of opponent, giving ground with him at the same time.

When our linemen have to make a long block and just hold other linemen in place, we use a reverse body block. In this block, for instance, a lineman will feint to block with his right shoulder, but just before impact, he would head-duck and pivot so as to catch the opponent between his left shoulder and hip.

The high-back block is used when the opponent has to be held in and has our blocker flanked. The blocker dives across the path of the defensive man, then quickly humps up, or raises his hips into the lap of the opponent, and on all fours maintains this position in front of his opponent.

IN CROSS-BLOCKING, used when offensive men cross to get flank charges at opponents, it is important to remember that the head should be aimed well ahead of the opponent.

In all blocking the head should be kept up, the tail down, the feet well spread, and lots of leg drive used. The blocker should complete his first assignment thoroughly, before going on to help someone else. Blocking requires courage, plenty of well-directed practice, and a fine spirit of co-operation. A team of good blockers is the answer to a coach's prayer.

Tackling is the all-important part of defense. Good tacklers will make the going rough for any offense. Tackling is to defense what blocking is to offense—the important thing. Tackling should be practiced all through the season. Practice is necessary to keep the timing and judgment of distance right. A good tackler must first of all have courage and besides must be continually encouraged.

The squad should be impregnated with the idea that the man who hits

(Concluded on page 26)

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BASKETBALL MODERNE

By H. V. PORTER

Mr. Porter is co-editor of "Basketball Play Situations," the 1933 edition of which has just been issued by the National Federation of State High School Athletic Associations.

SINCE the adoption of the 1932-33 basketball rules and before they have been adequately tried out in high school contests many expressions of opinion have been received from high school coaches and officials. A majority of these are to the effect that several of the changes will be a detriment to the high school game. A few are caustic enough to be in a class with the remark of a mid-west university coach that the ten-second and three-second rules will set the game back ten years. In evaluating these expressions it must be remembered that almost every radical change in rules has received the same reception. The rule against dribbling in the air, that against using two hands during a dribble and the rule prohibiting a jumper from catching the ball were bitterly denounced when they were included in the rules. Despite the tendency to blame rules makers, most of the changes that have been introduced by the basketball rules committee in the past have been accepted and after thorough trial have been proclaimed a benefit to the game.

The 1932-33 change that has caused most comment is the ten-second-center-line rule (Rule 8, Section 8). This was adopted because of the widespread use of the deliberate offense as contrasted with the rushing tactics of past years. The planned offense has been developed to a high point by high school teams during the past several years. In the beginning there was a tendency to term the style of play "a stalling game." As the system was perfected the stalling largely disappeared and in its place there was substituted the system which gives an offensive team a chance to plan its attack. In this system the offense comes up to the first line of defense with a definite plan in mind. A certain play is attempted. If it is unsuccessful the team attempts to hold the ball or return it to the backcourt so that the five men may rearrange themselves for another formation. In this particular respect the game has come to have a slight resemblance to football in that there are short periods of comparative inaction followed by periods of strenuous action.

At first, spectators objected to this type of game because they had been accustomed to fast and furious playing until one team lagged from exhaustion. More recently most spectators have come to enjoy the type of game where they can follow the plays and understand the particular type of block play or the play in which a team has been faked off balance. In this they can see more indication of scientific formations and careful training than in the type of game where the ball is shot wildly and rapidly in the hope that out of the many passes and tries for the basket a few will be successful. Of course, in a few cases the planned style of game has been abused and half a dozen of some twenty thousand games during the season have been reported where each team refused to speed up the action. As a result the ball was held for as much as six or seven minutes at a time without any attempt to advance it. These few cases have led to attempts at reform. The result is the new ten-second-center-line rule.

The rule is as follows: "(a) When a team gains possession of the ball in its own backcourt, that team must advance the ball over the center line within a period of ten seconds unless the ball, while out of control of the team, touches or is touched by an opponent. In the latter event, a new play results and the ten-second period begins again when possession of the ball is regained in the backcourt. When a team has advanced the ball over the center line this team may not return the ball to its backcourt until

- (1) a try for goal has been made; or,
- (2) a jump ball at center or elsewhere has taken place; or
- (3) an out-of-bounds award has been made; or,
- (4) the ball has been recovered from the possession of the opponents.

"(b) When a team gains possession of the ball in its frontcourt as a result of (1), (2), (3) or (4) above, it may cause the ball to go back over the center line once only."

Of course, there are specific situations that require official interpretations. A few of these that have already been made are listed here.

THE RULES COMMITTEE HAS GIVEN US A GAME WE MAY NOT RECOGNIZE AT FIRST

1. In determining whether the ball is over the center line the same rules apply as for out of bounds. This means that a player standing in his frontcourt might project the *held* ball backward through the plane of the center line and the ball would not be considered to be in the backcourt. In fact the plane of the line is not considered in ruling on this play. It is the 2-inch mark on the floor that determines the ruling. This 2-inch mark, like the side and end lines is an overlapping area with relation to the front or backcourt. If the ball comes from the backcourt the line is considered a part of the frontcourt but if the ball comes from the frontcourt the line is part of the backcourt. If the ball is tipped by a jumper at center to a teammate who is standing on the center line the benefit of the doubt is given to the player who receives it and he is considered to have secured possession in his frontcourt.

It should be noted that the center line does not extend outside the side lines. A player who has the ball out of bounds near his opponents' end of the floor is not considered to be in his own backcourt. He may pass the ball directly to a teammate in the frontcourt who may legally play the ball once into the backcourt.

2. If the ball is legally passed from the frontcourt to a teammate in the backcourt who bats it along to another teammate, the ten-second count should not be started until, in the opinion of the official, the team has control of the ball.

3. If there is a loose ball the team in whose backcourt the ball is located is responsible for attempting to secure possession promptly. The ten-second count should start as soon as they have had reasonable opportunity to secure possession.

Like all rules this one has good and bad features. It will probably prevent some cases of stalling near the end of a game. Without it, it was very difficult for a team that was one or two points behind to break up the keep-away tactics of the leaders. A few teams acquired the habit of playing keep-away as soon as they acquired a one-point lead in the hope that enough fouls would be made by the pursuers to eliminate a star player or

to result in deciding points. It may encourage teams to use a fast breaking offense (which is not necessarily desirable).

To offset these advantages it is almost certain that many teams will be led to abandon team play and planned offensive manœuvres in favor of fast reflex playing with no attempt at fixed plays. The rule also encourages the use of only half of the floor and a defense that will never advance ahead of the center line. Many teams found that the best way to meet the slow-break offense was a man to man defense that covered three-fourths of the floor. This was especially effective when used by a small fast team against slower large players and on floors of less than the maximum size.

For the university game, played on floors of maximum size, by players who are hardened to stand a full speed grind and by squads large enough so that frequent substitutions can be made, the rule may be a benefit. It is doubtful whether it will be very popular with high school coaches, many of whom have floors too small to allow for much manœuvring in the front-court and whose biggest problem has been to overcome the tendency of young players to use blind passing and wild shooting.

Clever players will probably find some ways of evading part of the rule. Quick thinkers may avoid losing the ball by banking the ball from an opponent's leg to out of bounds or on short floors may try a field goal from the backcourt when the allotted ten seconds are about up.

The Three-Second Rule

THE three-second rule is stated:

"A player shall not withhold the ball from play for more than three seconds while standing in his free throw lane with his back to his basket. If the player bounces the ball while standing still, or while pivoting with his back to the basket, he is regarded as withholding the ball from play."

"**NOTE:** The 6-foot arc is part of the free-throw lane, and a player touching any part of the line denoting the lane is in the lane."

This rule is an attempt to discourage the center-pivot play in the free-throw lane. This play came to be the sole type of offensive play for some teams. It usually put too much of a premium on height. A very tall player with very little cleverness could be almost certain to make a number of

points in each game. In many cases these were "unearned" points, i.e., they did not result from any basketball ability. The play also resulted in so much crowding, jockeying for positions and questionable use of elbows, shoulders and buttocks that ill will was usually engendered. If the rule would prevent these activities it would be worth while.

However, the interpretations that have been placed on it weaken it so that it is not probable that it will be very effective. Some of these interpretations may be listed as follows:

1. The position of the shoulders will be used to determine when a player has his back to his basket. The position of the non-pivot foot with reference to the perpendicular to the end line might be used but it is probable that the official can watch the shoulders and the ball more easily.

2. If a player with his back to the basket holds the ball for two seconds, then turns so his back is not to the basket and later, while still holding the ball, returns to his first position, he is allowed another three seconds.

3. If a pivoter in the lane holds the ball two seconds he may dribble a few steps to another position in the lane and be allowed another three seconds.

It is evident that quite a bit of pivoting and holding of the ball may still be done. It is probable that some teams will move their pivoter to one side and outside of the lane or will use a two-man pivot play similar to that used by one of the state high school championship teams of last year. It is doubtful whether this rule change will have much effect on high school basketball. Whatever effect it does have should be beneficial.

Blocking

THE third important change in rules is that which has to do with blocking. In many ways this is the most important change that was made, although the two mentioned above have been most discussed.

Blocking is now "personal contact which impedes the progress of an opponent who has not the ball." This change is in harmony with the recommendation of the Committee on Visual Investigation which was appointed last year to study the matter. In the opinion of the writer there will be no danger in reducing blocking to personal contact situations provided officials will be on the alert to the illegal use of elbows, shoulders, hips and arms. A player is entitled to any place

on the floor if he gets there first. However, the space he may occupy should be only the space he would ordinarily cover without the use of widely extended arms, knees, hip or shoulder. A number of states last year adopted the interpretation that the attempt to use extended arms, elbows, etc., to cover an undue amount of territory when not trying to knock down the ball was a foul even though no opponent ran into the arms or elbows. This year the rules give no authority for calling such fouls until personal contact has occurred but they do fix the responsibility for such contact when it occurs.

The use of the term "screen" is introduced to cover cases which were once called non-contact blocks. Screening, used in this sense, is not a foul. The only change from the practice adopted last year in several of the states is one of nomenclature.

The change in the blocking rule should do away with the tendency of a losing team to claim that the winning team is using blocks. Officials have sometimes become so zealous in looking for alleged blocks that they couldn't see any other fouls. No one seemed to know exactly what constituted a block or where the border line was between legal or illegal block plays but everyone was ready to claim that the opponents were playing illegally. The attempt to declare illegal any movement of a player caused by an effort to do something besides get at the ball led to much ill feeling and confusion. A player who is clever enough to pick strategic spots on the floor and to reach those places before an opponent should be given credit for his ability. The new rule makes it clear that blocks cannot occur unless there is contact. The stress placed on face-guarding should eliminate the extra advantage that might be gained if a player were allowed to center all of his attention and vision on the movements of an opponent.

Other Changes

THERE slight changes in the rules are mentioned below in the order in which they occur in the rule book:

Rule 1, Section 3 provides for a two-inch center line which is the extension both ways of the line across the center circle.

Rule 5, Section 6 prescribes that a number six inches high be on the front

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ATHLETICS AND DIET

By MORRIS FISHBEIN, M.D., Editor of *Hygeia*
and WILLIAM I. FISHBEIN, M.D.

*Sing a song of proteins
A pocket full of rye;
Four and twenty calories
Boiled in a pie.*

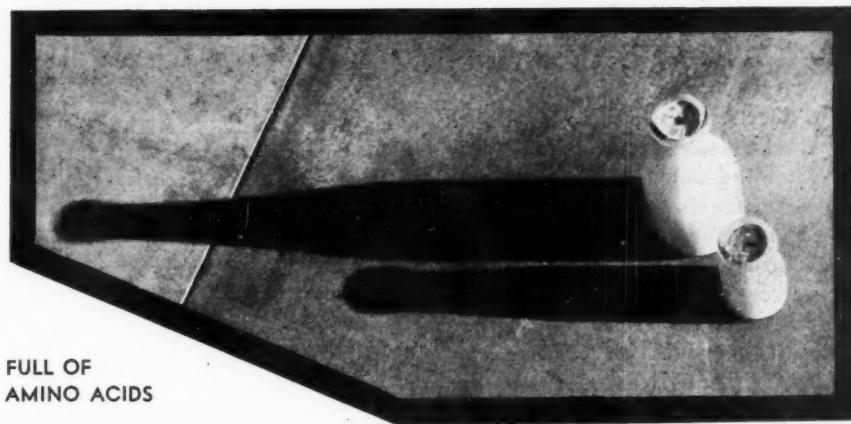
*When the pie was opened
The birds began to bleat:
"Isn't that a dreadful dish
For any one to eat?"*

—F. P. A.

AN extraordinary diversity of ideas prevails relative to the diets recommended for athletes, the value of the training table, and similar subjects. Whenever such a lack is apparent in medical science, it is soon found to be due to failure to record anything resembling actual scientific evidence on the subject. There is a serious lack of suitable research and observation as to what constitutes the most favorable diet for any particular athletic performance or for general maintenance of the athlete's health.

During the last quarter century participation in athletics has become increasingly popular. Golf courses are crowded, tennis courts teem with activity. Before the present era of economic depression football stadiums seating hundreds of thousands were being erected in various parts of the country. With this vast participation in muscular activity much of the misinformation that has prevailed concerning diets and methods of training for athletes is being dissipated. Moreover, reform in football has brought about a well nigh universal abolition of the training table.

Nevertheless many superstitions about diet still remain to plague the athlete and interfere with his personal liberty as far as his choice of food is concerned. The high protein diet, abounding in meat, eggs and fish, is still enforced by some coaches in instructing their charges, while pie is generally *persona non grata*. The coach surrounded by this wall of inaccurate information, as has been pointed out, does not know where to



FULL OF
AMINO ACIDS

turn for guidance. The diet for the athlete must follow certain principles which have been established by scientific investigation. First, it must supply him with the essential elements necessary for maintaining health whether the individual be active or inactive in his habits of living.

Foods are divided into types depending on the amounts of proteins, carbohydrates, or starches and sugars, and fats that they furnish. Many foods also supply minerals and vitamins, which are just as important in the health promoting diet as are the previously named elements.

Proteins are needed by the body to supply the material for rebuilding worn out tissues and for building new tissues in the child. The proteins are obtained from both animal and vegetable sources. Meats, fish, fowl, milk, cheese and eggs constitute the animal proteins. The legumes, beans and peas, wheat, rye



"...generally persona non grata."

and oats, and nuts are the chief origins of the vegetable proteins. When a protein is digested in the stomach and intestines, it is broken up into smaller parts, called amino acids. These amino acids are absorbed by the blood and are carried to the various parts of the body. As the blood passes through the organs, these substances are taken up by the tissues and used to form the kind of protein

that makes up that particular tissue.

The quality of the protein depends on the number and kind of amino acids that it contains. Experiments have been conducted which show that four of these amino acids are indispensable for growth. Three of these four are furnished in as large or larger amounts by milk than by any other known food. Milk also has a liberal amount of the fourth. This fact accounts for the value of milk as a food for the child and the young athlete. In general, the quality of the animal proteins is superior to that of the vegetable. To obtain enough protein from vegetable sources alone would require the consumption of such an enormous bulk of food as to result in difficulties of digestion. Furthermore, the eating of these foods to obtain the necessary protein would prohibit the taking of enough food to supply the other dietary essentials.

The unit by which the energy supplied by a food is measured is termed a calorie. The proteins in the diet should supply about 15 per cent of the total calories. Excessive amounts of protein put a burden on the digestive organs and are productive of ill health. Because of demands of growth the child needs more protein in proportion to his weight than does the adult.

The carbohydrates are the chief sources of the body's energy. Sugars, for the most part, are quickly digested; hence the energy from them is derived quickly. The starches are converted into sugar during the process of digestion. The vegetables, fruits and cereals are the carbohydrate foods. They vary greatly in the amount of

(Concluded on page 25)

SUPERVISION OF ATHLETIC CONTESTS

By WILBUR C. NEFF

This is the fourth of the series of articles by Mr. Neff dealing with the various phases of the administration of high school athletics. Mr. Neff's findings are based on 200 questionnaires returned by Ohio high schools.

DURING the time that the actual games are being played, and the time during which the necessary preliminary details are being cared for, a number of individuals are busy, but to the faculty manager in most schools goes much of the supervision of these activities. However, this practice varies, and we may note in Table I that a great range of individuals is given this work.

The faculty manager is responsible for this work in city schools, but it is divided in exempted village schools between principal and coach. In county schools there seems to be no one individual who arranges the time, the work going to the superintendent in some, to the principal in others, and to the coach in a third group of about the same size. The reception of visiting teams is given to the coach in county and exempted village schools, and it seems that there is an amount of unfairness in this assignment. There are plenty of tasks awaiting the coach prior to a contest without requiring him to greet the visitors upon their arrival. The student committee is used for this purpose in a few schools of each type, and it seems that this would be a desirable practice. It could easily be worked out so that the students functioned under the direction of the faculty manager and leave the coach to his duties to the team.

One of the most important tasks at the contest is the sale of tickets. Schools vary greatly in their practice, and the list of individuals used is

Sports	Types of High Schools		
	78-City	33-Ex. Village	89-County
Football	97.4	84.8	43.8
Basketball	98.7	72.7	91.
Track	78.2	45.4	51.3
Baseball	42.3	54.5	61.8
Tennis	53.8	33.3	9.
Golf	48.7	18.1	3.4
Soccer			1.1
Swimming	26.9	9.1	2.2
Wrestling	10.3	3.	1.1
Boxing	1.3		2.2
Speedball			2.2
Skating	1.3		
Volley ball	3.8	3.	7.9
Cross Country	19.3	3.	3.4
La Crosse			
Hockey			

*This table will not total 100 per cent since many schools have more than one sport.

quite lengthy. In response to the question in the questionnaire concerning the ticket sales most schools gave more than one individual. For that reason it is not possible to place the responsibility on one person, but the general supervision may be charged to those who were listed. Exempted village and county schools seem to have given another job to the superintendent and principal which might have been assigned to a faculty manager. The advisability of using students in this respect is a question, but it is done in a few schools. It may also be noted that the coach is given this responsibility in some exempted village and county schools. This practice seems less preferable than that of requiring him to meet the visiting team if some of this work must be given to him.

The work of managing ticket sales comes largely from football and basketball. Basketball and track are also sports to which admission is charged.

INTERSCHOLASTIC athletics are distributed over a large field of sports, with basketball leading the list as the most universal, and football a close second in city and county schools.

The extent to which football and basketball monopolize the field may be seen in Table II. Track is the spring sport for cities, while track and baseball are on nearly equal terms among exempted village and county schools.

The ranking of all other sports as interscholastic competition is far below these four leaders. However, the lead of these sports may be considered traditional, and the rank of tennis, golf and cross-country may be taken as an indication of their future possibilities.

A study of Table II reveals the fact that those concerned with the supervision of contests will be busy the entire year, for it appears that all schools have their seasonal sports.

Swimming is confined to city schools largely, and the reason may be the fact that very few exempted village and county schools have pools.

Basketball's popularity over football will probably remain with county schools where the size of enrollment

TABLE I
*PER CENT OF SCHOOLS HAVING VARIOUS INDIVIDUALS OF THE PERSONNEL SUPERVISE THE TIME OF PLAYING CONTESTS AND RECEIVE VISITING TEAMS

Personnel	Types of High Schools		
	78-City Time-Visitors	33-Ex. Village Time-Visitors	89-County Time-Visitors
Superintendent	1.3	51.5	3.0
Principal	23.1	3.8	12.1
Coach	19.3	16.7	21.2
Faculty manager	44.9	62.8	
Athletic director	5.1		
Athletic board	2.6		
Student committee		3.8	18.1
Not reporting	3.8	11.6	11.2
			2.2
			6.7
			12.4
			20.2

*This table will not total 100 per cent since some schools have more than one person doing this work.

(Continued on page 28)

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BASKETBALL MODERNE

By H. V. PORTER
(Continued from page 12)

of the player's shirt as well as on the back. No penalty is prescribed.

Rule 6, Section 1 is not changed, but the minutes of the executive committee record a recommendation that officials wear a black and white vertical striped shirt. The adoption of such a shirt would make it possible for teams to plan their player suits of a color that would not be confusing. Also it would make it unnecessary for an official to carry several colors of shirts in an attempt to please everyone.

Rule 7, Section 13 defines face-guarding. The comments explain the reason for calling face-guarding a foul. "It is obvious that a player who disregards the ball, faces an opponent and gives his sole attention to the movements of his opponent, has too great an advantage." It should be noted that face-guarding does not occur until the guard shifts with the opponent's movement.

Rule 7, Section 22 is a new section which defines the frontcourt and backcourt.

Rule 11, Section 1 contains a provision making the time out allowance for players of junior high school age or younger two minutes instead of the usual one minute.

To this section there has also been added a statement that thirty seconds are to be allowed for a substitution after an injured player has been removed during the allowable one minute. Last year the section was generally interpreted to mean that the substitution might be made within any reasonable time. It is fairly safe to assume that in case of a disqualification the substitution must also be made within thirty seconds after the player leaves the floor.

Rule 14, Section 3 gives the official authority to award the ball to a player who has carried it out due to a negligible amount of contact by an opponent. This is in line with the rules committee's policy of lessening the number of free throws. Incidentally it will tend to encourage more contact. The change is a concession to those basketball fans who decry the lack of rough work in a game.

In Rule 14, Section 7 an approved ruling makes it clear that touching the free-throw lane line is considered "over."

Rule 14, Section 9 now provides that the ball be given to the opponent out of bounds at the end when a free-thrower misses ring and backboard. Last year the ball was put in play at the side.

Rule 15, Section 1 contains an approved ruling which disapproves the huddle method of giving signals and authorizes the referee to call a technical foul if the huddle lasts more than three seconds. This is in harmony with the attempts to speed up the game wherever possible.

Rule 15, Section 11 is new. It lists face-guarding as one of the personal fouls.

Rule 15, Section 14 contains a new note which is as follows: "Whenever a foul is called on the opponent of a player who immediately after the foul succeeds in making a field goal, the goal shall be allowed if there is doubt whether the ball was in the air before the whistle sounded."

This addition should be considered in connection with Rule 7, Section 7 which states that the ball is dead when the referee's whistle blows. Without the addition it was often necessary to rule against a goal which was made by a one-handed shot following a side step. In the execution of such a shot which has come to be widely used during the last few years, the shooter is often fouled in the act of shooting but the whistle blows before the ball is in the air. The action is so rapid that there is almost always some doubt as to whether the goal should count. The new rule authorizes the official to give the benefit of the doubt to the shooter.

A Poor Host?

A glance at the newspaper tables which show in a nutshell just how the various national teams came out in the Olympics reveals that the Star Spangled Banner did very well—almost too well, considering that we were the host nation. Of the seventeen different kinds of competition on the entire program, we won eight—track and field for men, track and field for women, swimming for women, rowing, boxing, free-style wrestling, the equestrian sports, and yachting. In the men's track and field we won 11 of the 23 events; in the women's 5 of the 6.

SEP

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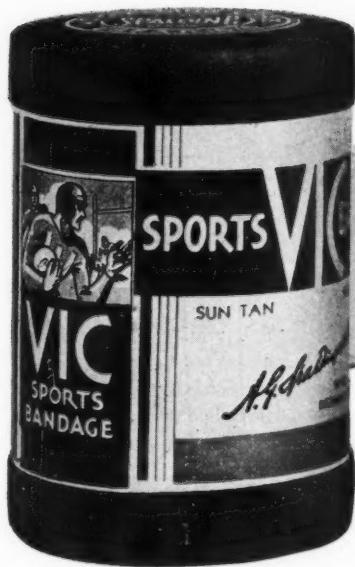
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A NEW RULE BOOK EMERGES

IT probably will come as news to many coaches and other students of football to hear that a special set of football rules for high schools has been published.

To understand the significance of the new book it is necessary to have in mind the situation in which these two organizations figure. The National Collegiate Athletic Association and the National Federation of State High School Athletic Associations have a game in common but they do not have in common the boys who play the game. The N.C.A.A. for its football gets the same boy that played in high school, but for the purposes of health and safety he is not the same boy at all. He is from two to four years older, at a period in life when two years is said to mean more to physical development than any ten years after that period.

It was to protect the interest of the immature athlete that the high school men wanted representation on the Football Rules Committee. There probably was also the question of "representative rights" involved. That is, the high school men, with

the argument that 80 per cent of the organized football is played by high school teams whose overseers (school superintendents, principals, coaches, physical directors, athletic directors) felt that they ought to have a voice in dictating the rules since they were responsible for the health and safety of hundreds of thousands of boys.

Denied this representation at the winter (December, 1931) meeting of the N.C.A.A., the high school group began at once to make a rule book of its own. This book is entitled "Official Interscholastic Football Rules of the National Federation of State High School Athletic Associations."

An examination of the book prompts one to believe that its publication is in the main a protest, and an expression of class consciousness on the part of the high school men. It is only a part truth to say that the National Federation is to the high schools of the country what the N.C.A.A. is to the colleges. A relatively new organization (established in 1920) the National

(Continued on page 21)

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(Continued from page 5)

points. In England, as in all Europe, each event stands by itself, and this officially is the way the Olympics are run. But there is no law against the newspapers "giving their readers what they want," as they say, and so we were kept well and often vulgarly informed as to the progress by nations. To the Long Beach, Calif., *Press-Telegram*, however, goes the Olympic title for producing the most eloquent, rhapsodic and patriotic account of the games on Wednesday, August 3, when the Star Spangled Banner was waved and played all afternoon. We hereby reprint the piece for your appraisal;



OLYMPIC ART

it is not that we don't like you, but it is that we do like to have somebody suffer with us:

*"Oh, say, does that Star Spangled banner yet wave
O'er the land of the free and the
home of the brave?"*

Old Glory, in all her glory, waved all afternoon over the land of the Olympic brave yesterday. The rest of the world was so badly licked in the big Olympic saucer that when the foreigners woke up to their sad plight, they saw only stars . . . and stripes . . . Uncle's a smart old codger. He let the boys rave about the Poles, the Irish, the English and the Germans a couple of days. Then he goaled 'em. Ole Imp-ick held five finals yesterday. Uncle Sammy was big-hearted, followed a toothpaste ad's advice and took four out of five.

Art Thou Amateur?

THE competition in art, which was held in a building within a stone's throw of the stadium, attracted perhaps as many spectators as the

"Il Centometrista," a piece of sculpture by Angelo Bertolazzi of Italy, entered in the Olympic art competition.

(Continued on page 24)

"Peak form" can be undermined!



SORE muscles, pulled tendons, strains and sprains defeat more good teams than strong opponents.

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**A Study of the
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This book of 85 pages, same size as a Rules Book, covers all recent changes and is a complete discussion and analysis of all the 1932 Rules. In numerical order and designed to be used with the 1932 Football Rules. The Author has had 22 years experience, study and observation of the application of the Football Rules and herein explains practically every provision of all the Rules which has proven ambiguous to him or his colleagues.

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PHASES OF THE DANCE

By PRUDENTIA HUFFMAN

THREE is no question about dancing having a place in the physical education curriculum for high school girls. However, there does seem to be a varied opinion as to what kind or kinds of dancing the adolescent girl is interested in. Some of the debatable questions at the last year's National Physical Education Convention were: "Can we recreate the folk dance for our modern students" and "Is tap dancing educational?" Those and possibly others seem to be the problem before the people who are working on a new program or who are bringing an old one up-to-date.

If we are building on an old one perhaps we hesitate about leaving out the folk dance. Yet, if the folk dance is a social dance form, how many of our adolescent girls are interested in it as such? In the first place the folk should be danced by boys and girls. And as a social dance of that type they do not fit into the life of the average high school girl today. Perhaps in some of the districts where the majority of students are foreign the folk dance can be danced and enjoyed because there is a background for it, and because it is approved in their own groups. Yet it is not long before the American fox-trot and waltz are substituted for the folk dance as a social dance. There is a great need to teach boys and girls how to dance our present-day social dances. This is being accomplished in some of our high schools by having mixed classes in this form of dancing. If that more ideal way is not possible it is taught to the girls in the appraisal class, a class to which all new entering students are assigned.

However, dancing for the high school girl is not limited to the social phase. You will find that she is most interested in the freer and more fundamental type of rhythmic movement which is called by some people "natural dancing," by some "interpretative," and by others "creative." Perhaps a more comprehensive name, "the dance," is better. If you develop in this dancing bodily movement and an understanding of music form, you can build on them as you wish. A folk dance pattern may be appreciated, for example, by taking a Beethoven contradance and creating a dance pattern for it. The girls in this high school enjoy making up these patterns im-

mensely. We may select music to which, say, a polka may be done and the mood of which is festive, suggesting a group dance. There is the foundation for an interesting folk dance pattern. Or the girls may take a Bach bourrée and develop a pattern dance of stronger movements. These kinds of dance patterns appeal very much to the more athletic girl. The adolescent girl will soon lose her self-consciousness in these group dances where the movements are free and not too emotional. She feels the spirit of the dance easily.

OF COURSE, other group dance patterns may be danced to waltzes and other music forms. Most girls like to dance to various kinds of rhythms. Sometimes, instead of the piano, they use a tom-tom, and sometimes they make up their own rhythms. These girls have many ideas to express and they love to do it. Since our first year six years ago the classes have danced their own compositions or those made up by the dance club and director.

Another phase of the dance is the dramatic, which may be very simple or heavy. The adolescent girl does not want to do anything that seems childish. For that reason we do not attempt any of the so-called children's rhythms. Our first dramatic dance was the play, "The Queen of Hearts," creating a pantomimic dance of the Queen of Hearts and her maidens, a dance pattern for the King Guards, etc. They have taken songs and acted them out; also poems, some humorous and some with deeper feelings. One girl created her own dance called "Blind Justice," done without music. She has danced this for various types of audiences who seem to be intensely moved by her expression. The dramatic phase of dancing is unlimited. It does not appeal to all adolescent girls at first. However, one of the reasons that "the dance" is well liked by a group is because it is not limited to one type of expression.

Beside the lyric and patterns, and dramatic dances we have what we call dance compositions, expressing some abstract ideas. Last year for the pageant the girls did a dance called "Electricity" and another called "Steam." Our aim was to use movements which

would suggest the flashes and sparks of electricity, and the making of steam, disappearing in vapor. Even though the girls in the class are not of one age we find that the younger as well as the older like to work on these dance compositions based on ideas.

With all these phases of the dance you find interesting material for a dance recital. As a rule the girls present a program at the end of a year using lights and costumes.

There has been an elective class in dancing in our high school for six years, in which time keen interest in it has developed. Because of the time and space required by our required activities there is not a class for advanced students. Consequently beginners and advanced are together always. Yet most of the advanced girls are interested enough to work on their own development while the beginners are trying to catch up. It is not an ideal situation for the pupils or the teacher. Yet the advanced students are most helpful in assisting the beginners. A dance club meets once a week for a couple of hours after school. We have been most fortunate in having had splendid pianists who are really musicians with an imagination. If you are going to use music you must have good music played well.

A NEW RULE BOOK

(Continued from page 18)

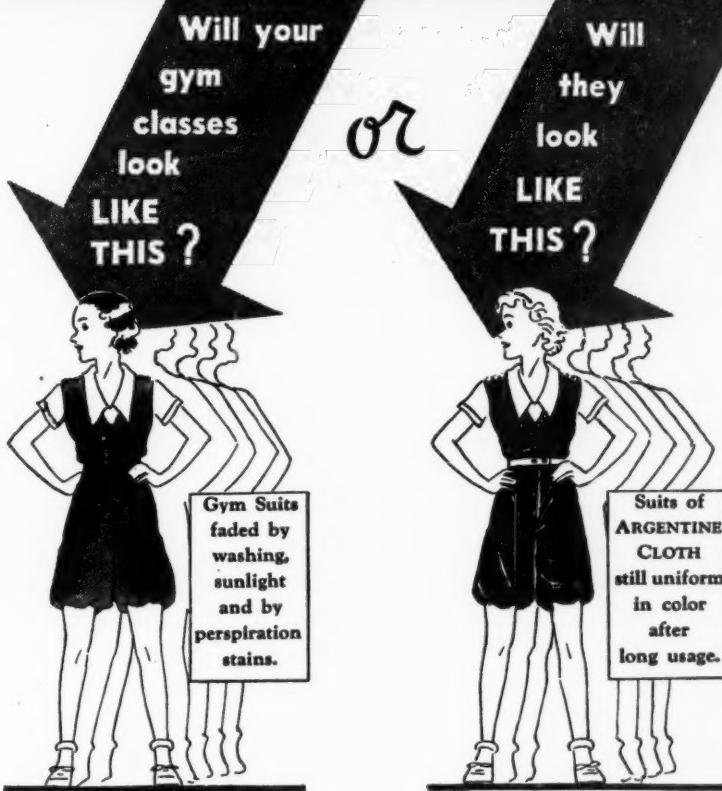
Federation has found it none too easy to rally the high schools (which out-number the colleges 25 to 1) to a cause. High schools have for so many years looked to the colleges for leadership that they find it disconcerting to leave the beaten path. Especially is this true in regard to football.

What is the difference between the National Federation rule book and the N.C.A.A. book? What rule book should the high school coach use?

The difference between the books is in phraseology and coordination and arrangement of the rules. Both books describe and legislate for the same game, so that a team which uses the National Federation book as its guide will feel perfectly at home with a team that uses the N.C.A.A. book that is fastened in the Spalding Guide. The books are the same size and contain about an equal number of words. The N.C.A.A. rules changes made last winter in the interest of safety are all incorporated in the National Federation rules. In effect the Federation book is the N.C.A.A. book re-written and re-arranged. That the high school officials themselves claim little more than this for the book is seen in the foreword by Mr. Marshall and Mr. Whitten.

—JACK LIPPERT

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New Rules

By DICK HANLEY

(Continued from page 7)

up to better coaching in both departments. The hands may still be used on the torso of an opponent in an attempt to get at the play and may be used effectively. I have the feeling, however, that the defensive linemen are going to depend more and more upon the defensive charge to take them to the apex of the offensive play. As a result we are going to get back to the old fine line charging that used to be so characteristic of good football teams. I do believe, though, that the penalty which calls for fifteen yards or which may cause disqualification is entirely too severe. Officials have no antipathy towards inflicting a five yard penalty. Rarely, unless the offense is flagrant, will they call a fifteen yard penalty. If the rule is to be enforced they must call this particular penalty, otherwise the rule might better never to have been written.

The new substitution rule allowing a removed player to re-enter the game in any or all subsequent quarters is a move which will do much toward reducing the liability of serious injury. Having the privilege of inserting him the next quarter, the coach should instantly remove a player who is injured.

The substitution rule will also prove a blessing to the coach who has several specialty players. Say, for example, you are playing under raining conditions; you have a star line buckner but you cannot use him because you must have a kicker in the lineup. The play then for you is to kick until you get within scoring distance, then substitute the line plunger for the kicker. At the beginning of the next quarter, you can replace your kicker and the team is intact. This is also the case of the star passer or pass receiver who can be put on the field just for the short time that the team needs his special ability.

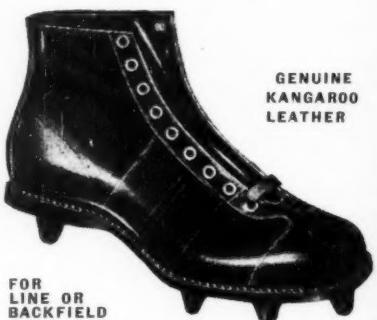
One word of warning on this substitution rule: Don't slow up the game! The rules committee asks you to make the substitution while time is out. This is to speed up the game. Please don't abuse the rule. Substitute when time is out.

I believe that the rules committee could have given a great deal more attention or gone a great deal farther in asking for a coach's support in obtaining proper medical supervision for the players. A coach can easily obtain

some local doctor who happens to be a football fan and who has the boys' interests at heart to examine them before practice actually starts and cull out those individuals who are not physically equipped to play football. If you can find a public-spirited individual of this kind who can look in at the conclusion of your practice sessions and take care of the minor bruises and scratches, a great portion of injuries, infections and the like may be immediately checked. Boys who are in good physical condition are far less susceptible to injuries of any kind. Too much emphasis cannot be placed upon adequate medical supervision for every man participating in football. Even in the event that you do have the services of some local doctor you should be equipped to take care of such minor injuries as sprains, strains, minor cuts and abrasions.

In many cases injuries have resulted from the use of armor-like equipment; therefore, the rules committee required that a three-eighths inch padding of felt or foam rubber be used on all unyielding substances such as thigh guards, shin guards, elbow guards and various metal braces which have been used in the past. It will be up to the officials to enforce this rule

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and at the same time they should and must expect the whole-hearted cooperation from the coaches and players. This cooperation is going to be absolutely necessary if we are to keep the game from being placed in a critical position.

The only new rule of which I am at all critical is the rule which states that the ball is dead the instant any part of the ball carrier's body, except his hands or feet, touches the ground. In our spring practice drill we have seen several of our men fall when they were out in the open with no opponent around. Had officials strictly enforced the old piling up rule, a rule of this particular type would be unnecessary. I have the feeling that even now were an arbitrary spot fixed on each side of the line of scrimmage where this particular rule could hold, that the back's physical welfare might have been safeguarded just as well and one of the spectacular phases of the game would have been preserved. It would indeed be an anticlimax to have a back get away for a long run, get out in the open with no one close to him, stumble, slip to a knee and then be called back from an almost certain touchdown because, according to the new rule, the ball was dead where his knee came in contact with the ground. The same situation may occur where an eligible man might make a diving, spectacular catch of a forward pass well out beyond the reach of an opponent, stumble to a knee in recovering his balance and be refused a touchdown because of this fact.

However, if the rule serves to eliminate injuries then there is little question but that we must accept it with as much grace as is possible. Under this new rule however, the backs must learn better balance. This will affect coaching technique in this regard. It will mean a more scattered type of interference. The blocking of the interferers preceding the ball-carriers is more apt to be of the shoulder blocking variety. Interference can hardly be massed since one defensive man could stumble the entire group of interferers and thus pile up the ball-carrier. There will be a premium on spaced interference so that the ball-carrier will not be so likely to stumble over one of the interferers and slip to his knee. This rule is going to affect both the offensive and defensive strat-

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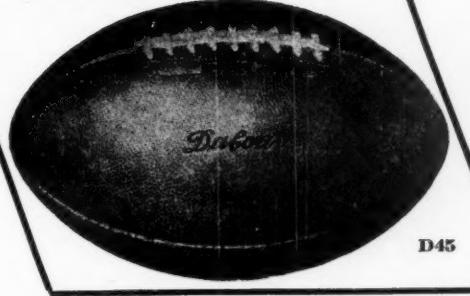
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egy of the game. Defensive backs will now be more recklessly taking their tackling shots through the interferers with the object of running the ball-carrier to the ground regardless of whether or not they retain him in their tackling grip. The 6-2-2-1 or 6-3-2 defenses, under this new rule, will probably gain even more favor than they have had in the past. A seven-man line cannot be used so well to combat against both the running attack and the passing game since a lineman cannot protect his territory by the use of his hands and then pull

out if the situation calls for pass defense where he would have to cover certain men or a certain territory.

How greatly these rule changes are going to affect this game of football can only be determined during the coming season. Most coaches have only had the brief opportunity offered during the past spring workouts to look over the new rules in a very hasty fashion, but I believe we will still retain the spectacular, fast-moving features of the game that have so distinguished it in the past from all other contact games.

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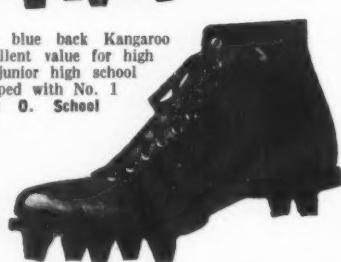
Style R. A blue back Kangaroo Welt line shoe of excellent quality. Will stand hard usage. Comes equipped with Regular or No. 1 cleat. **Style R.** School Price \$9.35.



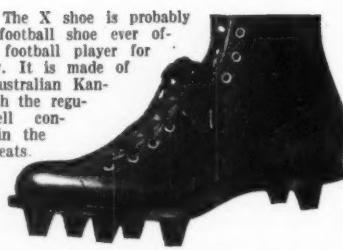
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Style X. The X shoe is probably the best football shoe ever offered the football player for the money. It is made of genuine Australian Kangaroo, with the regular Riddell construction in the sole and cleats. **Style X.** School Price \$5.50.



All numbers carried in Stock. All shoes equipped with Riddell Interchangeable Cleats. Sizes perforated in the tongue.



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No. 7

No. 1. Best for practice and wear. Being softer, is easier on the feet.

No. 2. Mud cleat to No. 1. Same density as No. 1.

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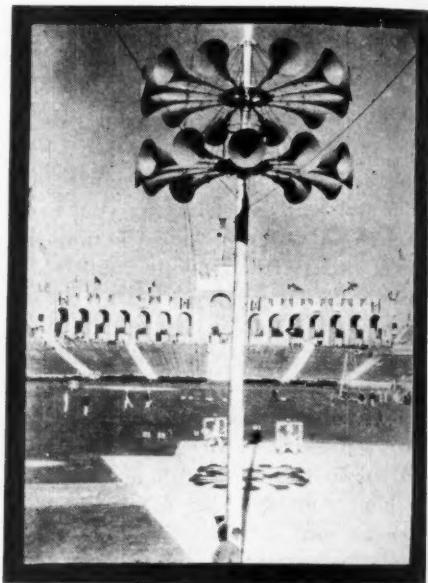
Cleats Nos. 1 to 7—School Price \$1.35 per set of 14. Above prices include sales tax.

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JOHN T. RIDDELL, INC.
1259 NORTH WOOD STREET, CHICAGO, ILLINOIS

(Continued from page 19)

Games themselves. The explanation of this may lie in the fact that the art was free. Thus the spectators were able to retain their amateur standing; the artists certainly cannot be permitted to retain theirs, if they ever had any. We recognized some out-and-out and well known professionals among the contestants, and what we want Mr. Avery Brundage or Mr. Dan Ferris or somebody in authority to ex-



¹OLYMPIC SCIENCE

plain to us is why all these recognized professionals are allowed to compete in Olympic painting, sculpture, architecture, literature and music, when a track man who even accepts too much expense money (like the beloved Paavo Nurmi) gets kicked out of the Games.

The Stuff You Deal In

PERHAPS no question in this troublesome day is nearer the hub of the difficulties that beset village, city, nation and world alike, than is the question of competition. And as you men and women who lead and coach the nation's youth in sports and play go about your work you are probably aware that you are in a most strategic position to mould the attitude of the coming generation toward competition and its vital relation to the world we live in. For it is the world we live in. The bloody competition of 1914-1918 ended only to precipitate the world into a no less solemn competition of tariffs, armaments, reparations.

¹The amplifying horns through which the crowd in the stadium was kept informed of details of the competition.

(Concluded on page 30)

ATHLETICS AND DIET

By Drs. FISHBEIN

(Continued from page 18)

starch they contain. They are classified as 5, 10, 15 and 20 per cent carbohydrates on the basis of the amount of starch they supply. Asparagus and cabbage are in the 5 per cent class, beets and carrots in the 10 per cent, parsnips and lima beans in the 15 per cent and potatoes and corn in the 20 per cent. The carbohydrates should supply about 50 per cent of the caloric value of the diet.

The fats, such as butter, oils and the fat of meats also furnish heat for the body. Fats furnish more calories than do the proteins and carbohydrates.

The role of many minerals in the body economy has not been established. There are four, however, concerning which some information has been collected. Calcium or lime, together with phosphorus, is the main constituent of the bones and teeth. It also has a regulatory action on the nervous system and helps maintain the muscle tone. Phosphorus is also found in certain glandular secretions.

Iron is an important part of the hemoglobin or coloring matter of the

blood. There is also iron in the tissue cells which plays a part in the process by which the foods are "burned" in the body to supply energy.

Iodine is needed to form the secretion of the thyroid gland, located in the neck. This secretion regulates the metabolism, that is the living processes such as the breathing and the beating of the heart.

The main source of lime in the diet is milk. A quart of milk daily will supply the individual's entire calcium needs. It is also supplied by cheese and by green vegetables such as spinach and chard. Phosphorus may be obtained from bran, meat, egg yolk and milk. Iron is supplied by lean meat, liver, spinach, dried beans and peas and molasses. Sea foods, especially shellfish, and watercress are sources of iodine.

The exact nature of the vitamins has not yet been determined, but it is certain that they are essential for life and health. Six vitamins have been described. Vitamin A, found in milk, cod liver oil and spinach, is needed for growth and seems to be related to general resistance against infections. Vitamin B, found in vegetables and fruits, and yeast, is needed for growth

and to maintain the appetite. Vitamin C, found in citrus fruits and tomatoes, prevents scurvy, and is related to various hemorrhagic disorders. Vitamin D, obtained from cod liver oil, is required so that the body may utilize the calcium and phosphorus. Vitamin E, found in the wheat germ, is needed for fertility. Vitamin G prevents pellagra, and is found in milk, meat and yeast.

A man doing muscular work requires 4,150 calories a day; a desk worker, 2,700; a child under one year of age needs 45 calories for each pound of body weight. The number of calories required is reduced from the age of six to thirteen to about 35 calories per pound of body weight, and from then on the rate drops to 25 calories or less per pound of body weight. Thus a person thirty years old, weighing 150 pounds, needs about 2,700 calories a day.

For the athlete to remain healthy, he must eat the foods that supply all the essentials. The amounts of the foods to be eaten, the time to eat them and the way to eat them will depend on the kind of athlete he is; that is, the kind of sport in which he participates. This detailed discussion will appear in succeeding articles.

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DETAILS

By CHARLES E. DORIAS

(Continued from page 10)

the hardest gets the least shock. Tackling practice should be started slowly, using the dummy the first week or so, to develop form. After the men have acquired the knack, "live" tackling should be indulged in in moderation, but the doses should be frequent.

The best drill I have found for tackling practice is to have the tacklers arranged in a triangle about fifteen yards apart. The ball-carrier goes right at the apex of this triangle and attempts to get through. The two rear men move laterally but not forward, until the tackler up ahead has had his try. This stimulates pretty well the situation which exists after a ball-carrier gets past the line of scrimmage. We vary this practice sometimes by having a blocker ahead of the runner. The tacklers, on the other hand, revolve around clockwise, tackling from each position and then going out and taking their place at the end of the waiting line.

THE coaching points to stress in tackling are: head up, eyes open, leg drive, follow-up, arms extended, start low, and drive up.

The majority of tackles must be made from the side. In the side tackle it is important to drive in well ahead of the runner. Catch him on the chest as he comes in, and then twist.

In the straight-ahead tackle the eyes should find the target for the shoulder between the knee and the hip. Keep the arms raised. Don't let go too far away, but get right to the man before lunging. The arms should close in on him lower than the shoulder and the pull of the arms, the push of the shoulder, and the follow-up should result in a good tackle.

Most tacklers are too careful, fearing that if they miss it will be fatal. This carefulness usually results in poor tackling. The squad should be encouraged to "show" in their tackling. Dig in aggressively and "miss 'em quick." A good point to stress is that two or three should be in on every tackle; and, regardless of how many are there, they should all pile in. I lost an important game two years ago, because all three tacklers figured that the "other" man would take the runner who, however, managed to scramble and crawl over the goal line, leaving a pall of gloom in his wake.

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SEPTEMBER, 1932

The Opportunity Athletics Presents

By MAHRE H. STARK

Mr. Stark is director of athletics and physical education of the Charleston, W. Va., High School.

WE ARE realizing as never before the importance and the necessity of athletics in our public schools, colleges and universities. We are finding with alarming rapidity that individuals are coming to adult life with inferior bodies, deficient vigor, as well as lack of control.

An individual cannot be happy and contented unless he possesses bodily health, and no person can be of his greatest usefulness unless he has strength and endurance.

Proper and efficient organized athletics plays a vital part in training for worthy citizenship. No other branch of school activity calls forth such spontaneous enthusiasm of the youth as participation in wholesome athletics. Through an athletic program, traits of sportsmanship, leadership, loyalty, cooperation and teamwork are developed. Certainly these traits are desired for future citizenship.

Closely connected with good citizenship is the question of worthy use of leisure time. Our modern program of athletics must provide physical skills for leisure hours, when not in school, if it is to be a vital part of the athlete's life. We must, by all means, when working out our athletic programs, include all branches of sports that will carry over into the adult life.

Athletics aims to provide an opportunity for the individual to act in situations which are physically wholesome, mentally and socially sound, and stimulating and satisfying. Not only is the athlete being taught physically but he is being taught mentally, socially, and morally. Athletics also includes teamwork, wholesome play and coordination. The athlete is taught service to society now and to the unborn of the coming generations; fair dealing, or rather the "give and take" principle, together with how to take care of the body and live the right kind of healthful life which will set an example before his associates in and out of school.

The athlete undergoes these deep experiences of instinct at a time in his life when they are real and when they set their stamp indelibly upon his mind and character.

Athletics brings into existence a fine camaraderie of spirit as well as utilizing the competitive strain which so typifies the normal individual athlete. In this you find the necessity for absolute unity of thought and action which ultimately breaks down class differences.

We must, through athletics, build intelligence, character and physical soundness, and develop volitional power. What shall it profit a community if it gain riches and influence and lose the health of its own boys and girls? The head, heart, and hand all need training to the end that the individual may have a keen intellect, a sound character, and an active, healthy and enduring body. In other words, the idea and belief that sound mind and sound body are necessary one to the other, and it is the duty of athletics to slight neither, but to coordinate the two into a harmonious whole.

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"What are you all making so much noise about?"

"Why, can't you see? We've got three men on base."

"Yes, by jove, but so have they."



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SUPERVISION OF ATHLETIC CONTESTS

By WILBUR C. NEFF

(Continued from page 14)

and financial conditions are factors which make football impractical.

The practice of keeping an annual record of all contests played is found in only a little more than one half the city and exempted village schools and less than that number of county schools. Future publicity plans would seem to require this record, and future athletic relations might profit in general from this.

Wherever the annual record of contests is made the work is done by the faculty manager in city schools, by coach or principal in exempted village schools, and by the superintendent, principal or coach in county schools.

Cheer leaders are deemed a necessity at athletic contests in nearly all schools. Three city schools, four exempted village schools, and two county schools do not use them. In nearly all schools where cheer leaders are used they are selected by the student body. Some few schools appoint them, but the general practice is to give the students this task.

THE use of written contracts in scheduling athletic contests is made universal among schools by the Ohio High School Athletic Association. By furnishing forms to be the official contracts, the Association made this a necessary practice among schools.

However, a study of personnel and methods of making contracts reveals quite a few variations.

The official contract form does not specify who shall prepare the contracts, but it furnishes space for the principal and faculty manager to sign. However, actual practice apparently does not work out in that way. In city schools, contracts are usually prepared by the faculty manager and signed by the principal and faculty manager. But the practice is not entirely uniform. In exempted village schools, contracts are prepared by the principal or athletic director, and signed by the principal and athletic director or coach. In county schools, contracts are prepared by the principal or coach, and signed by superintendent or principal. According to the returns in county schools there seems to be a tendency to have but one signature on the contract.

Except in city schools, there seems to be little uniformity in the time of preparing contracts. For most sports in city schools, contracts are prepared a year in advance; that is, they are prepared for the season of 1932 while the season of 1931 is in progress. Some of them wait until later in the year, but it is the general tendency insofar as football and basketball are concerned to have the schedules completed before the closing of school of the year prior to the season of that sport. In track and baseball the tendency is somewhat different, many schools waiting to make out schedules until the season arrives in which the contests will occur.

In exempted village and county schools there seemed to be very little uniformity, the schools being divided as to when they prepared contracts and many indicating by their replies that they had no special time.

The work of preparing schedules is rightly divided in most schools. There is first the work of arranging schedules, and then there is the approval of schedules arranged. Too, the coach, faculty manager, or athletic director should go some responsibility for planning the schedules, but the supervision on the part of principal or superintendent is necessary.

In city and exempted village schools the assignment of the arranging and the approval of schedules goes generally to the faculty manager, coach or principal.

The practice in the various schools is in no respect entirely uniform, with the schools differing within their own groups somewhat. In county schools it seems that the superintendent and principal have taken over the work of the faculty manager or coach, and the same is true in respect to the principal in city schools and exempted village schools. The fact that many schools do not have a person assigned to the job as faculty manager no doubt accounts for this fact in county, and somewhat in exempted village schools, but it is difficult to see a reason for this in city schools. The arrangement of schedules is placed where it belongs, but it seems that the athletic board should have some voice in their approval. In the present practice it seems to receive very little consideration.

(Concluded on page 32)



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Each issue is arranged to indicate the effects of literature upon politics, of economics

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(Continued from page 24)

The World Tomorrow

SUCH is the world of today into which competitive statesmen have placed their perhaps equally competitive peoples. Whether it will be the world of tomorrow no one knows. But what we do know is that there exists a universal desire for a less competitive world, and that we are educating today a youth that will have power to fulfill this desire, if it will. The mixings which make for human nature are such that perhaps there never will be a world in which competition is replaced by pure altruism. But we can take big strides toward making it a race with less elbowing on the turns.

While it is a changing world it is not likely that what is recognized as fundamental human nature is changing. It is our manners and attitudes that undergo changes, and these are the superstructure that culture builds upon the desire to win, to hold power over, to rule, to own and possess.

So it is with an acute awareness of these human traits, of the viciousness of competition unbridled—it is with these things in mind that the progressive coach and director of athletics is tackling his great responsibility.

Kickoff and Tipoff

FOR a while we sat a little uneasily in our editorial chair worrying over the consequences that might result from having two rule books for football. We had visions of spectators sitting in the stands with their hip-pockets bulging with rule books which they would frequently consult after the manner of an American making his way with a French dictionary in Paris. Our misgivings were misplaced (see page 18) for, while there are two rule books this season, they both say the same thing, but in different language. The National Federation High School rule book is aimed at a simplification of the rules.

We wish the basketball rules committee would go in for a little simplicity. What this committee has now done to the game of basketball is really something that probably will require the assistance of your physics, or perhaps civics, department. If this department is otherwise engaged, perhaps the local constabulary can lend you a traffic cop for your home games.

GOLF IN THE DETROIT HIGH SCHOOLS

By GEORGE MEAD

Mr. Mead is Supervisor of Health Education for the Detroit Public Schools, and his article is the first of a series on golf by various writers which will appear this season in Scholastic Coach. The succeeding articles will deal with the technique of the game.

GOLF has been one of the outstanding activities in the intra-mural and inter-school athletic program for several years in the Detroit high schools. When an invitation was first sent to the high schools in 1924 only eight schools responded. Four boys were entered from each school and the school with the lowest combined score of its four boys was declared the winner. The next year a short schedule was arranged in the spring for the schools having boys interested in golf. In 1927 several high schools included golf in their intra-mural programs, and now most of the eighteen high schools have golf as an activity in the intra-mural and inter-school program.

There are eighteen high schools in the Metropolitan Detroit Athletic League divided into three leagues of six teams each. A golf schedule is published at the beginning of the school year, providing for matches in the spring and fall, each school playing every other school in its own league.

At the end of the season a tournament is held. Each school is allowed to play six boys, the four best scores to count as total team scores. Nassau scoring is used in match play and medal scoring in tournament play. In match or tournament play two boys from a school are put in a foursome according to their ability. A sponsor or coach accompanies each foursome to keep score.

For some time one of the members of each foursome was appointed to do the scoring but this resulted in too much responsibility for a boy to watch the scores of three other boys and play his best game. It is more efficient to have a sponsor, a coach or some other boy from some other school other than the one represented in the foursome to score for each foursome.

The United States Golf Association rules are used in all play except for some local rules set up for the course on which the match or tournament is played.

THREE LEAGUES OF SIX TEAMS EACH ENGAGE IN INTERSCHOLASTIC PLAY

The requirements for competing in golf are just the same as for any other school sport. Golf is considered on an equal basis with football, baseball, basketball, track, etc., in the Detroit High School activity program.

The spring tournament was won by Pershing High School with a score (four boys) of 314. The low medalist in the spring tournament was Erhart of Redford High School with a score of 74 for eighteen holes. The fundamental skills of golf are taught in the regular activity classes. The following is a schedule and set of regulations for one of the tournaments:

Spring Golf Tournament 1932

Place: Washtenaw Country Club—Ypsilanti, Michigan.

Time: 9:00 a.m. Saturday, May 21, 1932.

Committee: Bert Maris, chairman.

East Side

Alvin Sandall—N. E.
Frank Hermanson—Redford

West Side

C. W. Beeman—Mackenzie
C. C. Gracey—Western

Enter 8 men—play 6—count 4

Rules and Regulations:

- Team without faculty sponsors will not be allowed to play. Sponsors

must report to committee chairman before 8:45 a.m.

- Play will start promptly at 9:00. Teams failing to arrive at that time will not be allowed to play.
- Green fees will be paid by the Public School Athletic League.
- Please impress on your players rules of strict etiquette on the course.
- Balls must be played as they lie, except where otherwise specified in the score card rules or local rules.
- No practice stroke may be taken in the direction of the hole. Any violation of rule 6, penalty one stroke.
- When all four balls are on the green, balls will be holed out according to proximity to hole, that is, nearest first, etc.
- The tournament will be conducted regardless of weather conditions.
- Medals will be given to the 4 lowest scorers.
- Four men must play to have team score count.
- Individuals may play for low score medals.
- Players will not be allowed to play on course after they have finished 18 holes.

ENTRY BLANK SPRING GOLF TOURNAMENT 1932

Place: Washtenaw Country Club—Ypsilanti, Michigan.

Time: 9:00 A.M. Saturday, May 21, 1932.

Please enter your men in order of best scores on the following form.

These entries are due in this office by Tuesday noon, May 17th.

Enter 8 boys, play 6, count 4 best scores out of 6.

Please type names of contestants.

Lunch will be served at the club house for those wishing it. Everyone must pay for his own (50c). Please indicate the number of reservations you wish _____.

SCHOOL.....

Low Score.....

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Coach.....
Athletic Director.....
Principal.....

Supervision of Athletic Contests

By WILBUR C. NEFF

(Continued from page 28)

In the questionnaire a separate checking of the personnel concerned with the arrangement of schedules for various sports was required, but the results showed that the schools were quite uniform in this respect within their own systems.

ATHLETIC schedules go from one extreme to the other, but the majority seems to stay at a mid-point. Since, by the very nature of the sports, the schedules for respective sports must vary greatly, value from the study could be received only when they were considered separately. This practice is followed in Tables III, IV, V, VI.

Tables III and IV are much more detailed since there is greater variance in these schedules due to more contests played ordinarily. Moreover, baseball and track are considered minor sports and are not a part of the interscholastic programs to the extent that football and basketball are.

N general, schools seem to favor a medium-sized football schedule. In city schools, the majority favor one or two more games than in the exempted village and county schools, but this should be satisfactory since the larger schools are always better equipped in material for the football teams. The justification for county schools having ten, twelve, or sixteen games scheduled is to be greatly questioned. The necessity for some limitation here is quite apparent.

A larger basketball schedule is favored by the majority of schools except in the county group. The fact that many county schools do not play more than twelve games may be due largely to rulings that are in force in many counties.

In schools where fifteen or sixteen games are played it is necessary either to shorten the basketball schedule or to play two games per week. From the results shown in Table III it seems that most schools would be playing football until the last of November. With the Christmas vacation taking away much of their time, this means that many schools play two games per week, and with the Association opposed to mid-week games many schools

TABLE III
PER CENT OF SCHOOLS HAVING VARIOUS SIZES OF FOOTBALL SCHEDULES

No. of Games	Types of High Schools		
	78-City	33-Ex. Village	89-County
Sixteen	1.1		
Twelve	1.1		
Eleven			
Ten	25.6	21.2	4.5
Nine	42.3	27.3	9.
Eight	12.9	39.4	23.6
Seven	3.8		6.7
Six			1.1
Not reporting	14.1	12.1	52.9
Totals	100.0	100.0	100.0

TABLE IV
PER CENT OF SCHOOLS HAVING VARIOUS SIZES OF BASKETBALL SCHEDULES

No. of Games	Types of High Schools		
	78-City	33-Ex. Village	89-County
Twenty	7.7		3.4
Nineteen	6.4		
Sixteen	17.9	48.5	11.2
Fifteen			
Thirteen			
Twelve	9.	39.4	25.8
Ten	5.1	3.	
Nine	25.6		2.2
Not reporting	37.3	9.1	54.
Totals	100.0	100.0	100.0

TABLE V
PER CENT OF SCHOOLS HAVING VARIOUS SIZES OF BASKETBALL SCHEDULES

No. of Games	Types of High Schools		
	78-City	33-Ex. Village	89-County
Twelve to sixteen.....	7.7		27.
Six to eleven	17.9	33.3	38.2
One to five	6.4		3.4
Not reporting	68.	66.7	31.4
Totals	100.0	100.0	100.0

TABLE VI
PER CENT OF SCHOOLS HAVING VARIOUS SIZES OF TRACK SCHEDULES

No. of Games	Types of High Schools		
	78-City	33-Ex. Village	89-County
Eight to twelve.....	15.4		
Five to seven	20.5		4.5
One to four	23.1	51.5	26.
Not reporting	41.	48.5	69.5
Totals	100.0	100.0	100.0

must play two games on successive nights. The value of this is doubted also, and a limitation seems very necessary.

Under the topic of players the subject of limitation will be taken up in detail in a later issue. However, the general attitude does not seem to favor limiting the high school boy. If this is the case, it seems more necessary than ever that we limit the football and basketball schedules particularly, lest the objectives back of our

school programs be forgotten in our quest for the development of champions.

A permanent record of schedules is kept by most city schools, but in the other groups it is kept by about 50 per cent of the schools. It is usually compiled by the faculty manager or principal in city and exempted village schools and filed in the principal's office. In county schools it is made by the principal or superintendent and filed in the office of one or the other.